



BRYSON ELEMENTARY

703 Bryson Drive
Simpsonville, South

Grades	K-5 Elementary School	
Enrollment	869 Students	
Principal	Thomas R. Chambers	864-355-3600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Excellent
2008	Average	Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

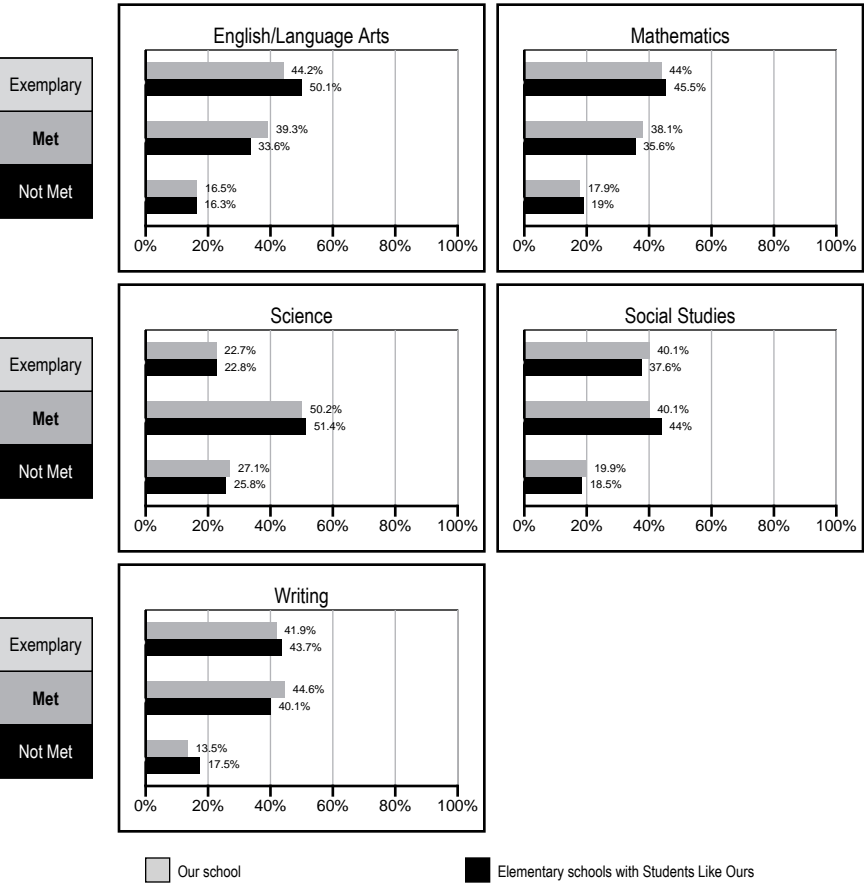
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	32	7	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=869)				
First graders who attended full-day kindergarten	75.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Up from 1.4%	0.9%	1.1%
Attendance rate	96.8%	Up from 96.1%	96.4%	96.2%
Served by gifted and talented program	14.4%	Up from 14.2%	20.1%	13.4%
With disabilities other than speech	4.2%	Down from 7.5%	3.4%	4.1%
Older than usual for grade	0.1%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	56.9%	Up from 52.9%	65.3%	62.5%
Continuing contract teachers	96.1%	Up from 94.1%	89.9%	88.2%
Teachers returning from previous year	90.3%	No Change	89.6%	87.8%
Teacher attendance rate	90.1%	Down from 97.0%	95.1%	95.2%
Average teacher salary*	\$47,909	Up 2.2%	\$48,231	\$46,773
Professional development days/teacher	8.1 days	Down from 9.2 days	10.3 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Down from 22.6 to 1	20.6 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 93.1%	90.8%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,616	Up 0.6%	\$6,875	\$7,447
Percent of expenditures for instruction**	69.5%	Down from 71.2%	69.5%	68.4%
Percent of expenditures for teacher salaries**	68.6%	Up from 68.1%	67.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Bryson Elementary community enjoyed a very successful 2010-2011 school year. Our school received the Palmetto Silver Award for both academic performance and closing the academic achievement gap. Though we did not make the Annual Yearly Progress goal for a third consecutive year, we did meet 20 of our 21 performance dimensions just barely missing the mark on one objective.

While fostering a warm, family-friendly school climate, we continue to utilize student performance data to guide instruction in our classrooms. Based on our data, special emphasis was focused on 'content and conventions' in our writing instruction, 'informational texts' in reading, and 'algebraic expressions' in math. We also continued to focus on school-wide on common assessments to assess needs for review, remediation, and pacing of instruction.

We have continued many very successful programs such as our quarterly Author's Tea, Children's Book Award Challenge/Awards, quarterly student achievement awards, and Accelerated Reader Challenge. Many new motivational programs were introduced this year. One very successful one was the "Bryson Bear Hug Awards". This program was initiated by our assistant principal, Jane Mills, to reinforce positive behavior. Students were awarded a special Bryson Bear Hug bracelet for random acts of kindness, thoughtfulness, or courtesy. Students could nominate by either their peers or a staff member.

Our school continues to place a great emphasis on civic responsibility beyond the classroom. This year our students collected food for the local food bank, raised funds for the March of Dimes, American Heart Association and the 'Dogs for Autism' program. We participated for the fifteenth consecutive year in Operation Christmas Child.

Our PTA and SIC continue to provide tremendous support for our school financially and through a very strong volunteer program. Their dedication and commitment to our students, staff, and community make a truly immeasurable contribution to the great success of our school.

Bryson Elementary is a wonderful place for children and families to grow during the most critical years of their lives. We are privileged to serve a wonderful community and look forward to our continued partnership in shaping the next generation.

Thomas R. Chambers, Principal
Rose Brown, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	125	84
Percent satisfied with learning environment	100.0%	86.3%	87.3%
Percent satisfied with social and physical environment	97.4%	90.3%	92.8%
Percent satisfied with school-home relations	97.4%	87.2%	84.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	422	100	16.4	39.5	44.1	90.4	84.1	82.4	Yes	Yes
Gender										
Male	206	100	20.8	38.1	41.1	89.3	80.8	78.7	N/A	N/A
Female	216	100	12.3	40.8	46.9	91.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	259	100	11.1	32.5	56.3	93.3	89.7	88.9	Yes	Yes
African American	112	100	28.7	46.3	25	83.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	11	100	18.2	27.3	54.5	90.9	93.3	93	I/S	I/S
Hispanic	39	100	16.7	72.2	11.1	91.7	79.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	31	100	76.7	16.7	6.7	36.7	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	23.1	57.7	19.2	88.5	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	25.6	48.3	26.2	84.3	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	422	100	17.9	38.2	43.9	89.5	84.4	81.9	Yes	Yes
Gender										
Male	206	100	17.8	37.1	45.2	87.3	82.9	79.9	N/A	N/A
Female	216	100	18	39.3	42.7	91.5	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	259	100	13.5	34.9	51.6	94	89.4	88.9	Yes	Yes
African American	112	100	27.8	43.5	28.7	77.8	72	71.4	No	Yes
Asian/Pacific Islander	11	100	9.1	27.3	63.6	100	95.6	94.6	I/S	I/S
Hispanic	39	100	22.2	50	27.8	88.9	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	31	100	70	20	10	46.7	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	26.9	34.6	38.5	88.5	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	183	100	25.6	44.8	29.7	84.3	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	281	100	27	50.4	22.6	73	71.6	68.6
Gender								
Male	140	100	27.6	49.3	23.1	72.4	71.4	68.3
Female	141	100	26.5	51.5	22.1	73.5	71.9	68.9
Racial/Ethnic Group								
White	177	100	19.8	53.5	26.7	80.2	81	80.7
African American	73	100	35.7	51.4	12.9	64.3	52.3	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	24	100	57.1	28.6	14.3	42.9	61.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	26.1	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	20	100	47.1	29.4	23.5	52.9	61.8	60.7
Socio-Economic Status								
Subsidized meals	118	100	47.7	41.3	11	52.3	58.4	57.3

Social Studies

All Students	277	100	19.8	40.3	39.9	80.2	76.1	72.5
Gender								
Male	133	100	20.6	38.1	41.3	79.4	75.9	72
Female	144	100	19	42.3	38.7	81	76.2	73.1
Racial/Ethnic Group								
White	170	100	15.2	36	48.8	84.8	82.8	81
African American	74	100	30.6	45.8	23.6	69.4	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	25	100	20.8	50	29.2	79.2	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	18	100	52.9	41.2	5.9	47.1	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	17	100	11.8	41.2	47.1	88.2	70.5	69.7
Socio-Economic Status								
Subsidized meals	122	100	25.9	50	24.1	74.1	65.2	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	150	100	13.5	44.6	41.9	86.5	76	73.2	96.8	96.4
Gender										
Male	71	100	20	47.1	32.9	80	70.2	67.2	96.8	96.3
Female	79	100	7.7	42.3	50	92.3	82.1	79.4	96.7	96.4
Racial/Ethnic Group										
White	92	100	9.9	41.8	48.4	90.1	83.1	81.5	96.8	96.2
African American	38	100	15.8	47.4	36.8	84.2	62.2	61.3	96.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	87	97.9	97.6
Hispanic	15	100	35.7	50	14.3	64.3	64.3	66.7	96.1	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	96.7	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	35.7	26.5	26	95.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	65	100	23.4	48.4	28.1	76.6	63.7	63.2	96.3	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	141	100	22.6	30.1	47.4	77.4
	4	158	98.7	23.6	41.9	34.5	76.4
	5	147	100	21.4	40	38.6	78.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	136	100	13.7	32.1	54.2	86.3
	4	136	100	20.8	36.9	42.3	79.2
	5	150	100	15	48.3	36.7	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	141	100	33.1	32.3	34.6	66.9
	4	158	98.7	12.8	49.3	37.8	87.2
	5	147	100	20.7	39.3	40	79.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	136	100	24.4	33.6	42	75.6
	4	136	100	16.9	36.2	46.9	83.1
	5	150	100	12.9	44.2	42.9	87.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	70	98.6	44.8	38.8	16.4	55.2
	4	158	98.7	20.3	61.5	18.2	79.7
	5	75	100	28	45.3	26.7	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	38.8	32.8	28.4	61.2
	4	136	100	20.8	60	19.2	79.2
	5	75	100	27.4	49.3	23.3	72.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	71	97.2	27.7	41.5	30.8	72.3
	4	158	98.7	13.5	43.9	42.6	86.5
	5	72	100	27.1	34.3	38.6	72.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	66	100	28.1	45.3	26.6	71.9
	4	136	100	15.4	38.5	46.2	84.6
	5	75	100	20.3	39.2	40.5	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	144	98.6	29.5	36.4	34.1	70.5
	4	156	100	21.2	35.1	43.7	78.8
	5	149	100	17.8	35.6	46.6	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	150	100	13.5	44.6	41.9	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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